

Orientation for LEA Data Managers



July 28, 2016

Division of Data, Assessment and Research

Agenda

- I. Welcome & Introductions
- II. OSSE Expectations of LEA Data Managers
- III. Data Privacy, Security, and Governance
- IV. Secure Upload Site and Data Sharing
- V. Review of Data Flow
- VI. Entry and Exit Code Guidance
- VII. LEA Data Mapping Application
- VIII. LEA Membership Tracker
- IX. SLED

Agenda

- X. SEDS
- XI. eSchoolPLUS Calendar and LEA Contacts
- XII. Qlik
- XIII. Technical Assistance and Support
- XIV. Discussion of Resources
- XV. Staffing Data Collaborative
- XVI. Assessments
- XVII. Questions
- XVIII. Announcements



WELCOME & INTRODUCTIONS



OSSE EXPECTATIONS OF LEA DATA MANAGERS

The Role of the LEA Data Manager

- Each LEA is required to have a data manager to serve as OSSE's main point of contact for data management and collections.
- LEA data manager responsibilities remain largely the same from year to year, with some modifications depending on changing LEA or State needs.

The Role of the LEA Data Manager

| Responsibility | Action Steps to Connect |
|--|--|
| Attend monthly LEA data discussion meetings | For meeting dates, refer to the OSSE Master Data Collection and Events Calendar in eSchoolPLUS. Registration links are announced regularly in the LEA Look Forward and emailed to all data managers. |
| Review each week's LEA Look Forward newsletter for pertinent announcements | To subscribe to the LEA Look Forward, send an email request to OSSE.Communications@dc.gov . |
| Attend trainings hosted by OSSE | For training dates, refer to the OSSE Master Data Collection and Events Calendar in eSchoolPLUS. Registration links are announced in the LEA Look Forward before training date. |
| Submit timely and accurate data | For data collection due dates, review the OSSE Master Data Collection and Events Calendar in eSchoolPLUS. |
| Identify and ensure that LEA staff have access to the appropriate data systems | Ensure that your LEA's contacts are correct in eSchoolPLUS. |
| Submit and respond to tickets in the OSSE Support Tool | Email OSSE.DARtraining@dc.gov for access. Once you receive an invitation to use the system, go here to access the OSSE Support Tool. |
| Address data quality issues using state-level reports provided in SLED and Qlik (Unified Data Errors Reports, etc.) | To access these reports, log in to SLED and Qlik Sense. For assistance navigating SLED or Qlik, please email OSSE.DARtraining@dc.gov . |



DATA PRIVACY, SECURITY, AND GOVERNANCE

Why Privacy , Security, and Governance Matters

- OSSE is committed to **providing our students and families** with an excellent education and **sustaining, accelerating, and deepening** the progress being made in DC education.
- OSSE has committed to providing **high-quality, actionable data** as one of four key priorities in its strategic plan.
- OSSE's proposed budget includes **\$1.1 million** in data systems development and an **\$11.9 million** District capital funds request for data systems infrastructure.
- As DC's state education agency, OSSE plays an important role in ensuring student information remains **private and protected**.
- OSSE has taken a **robust approach** to codifying policies and procedures to protect student information and to build the agency's capacity around data privacy and security.

Why Privacy Matters

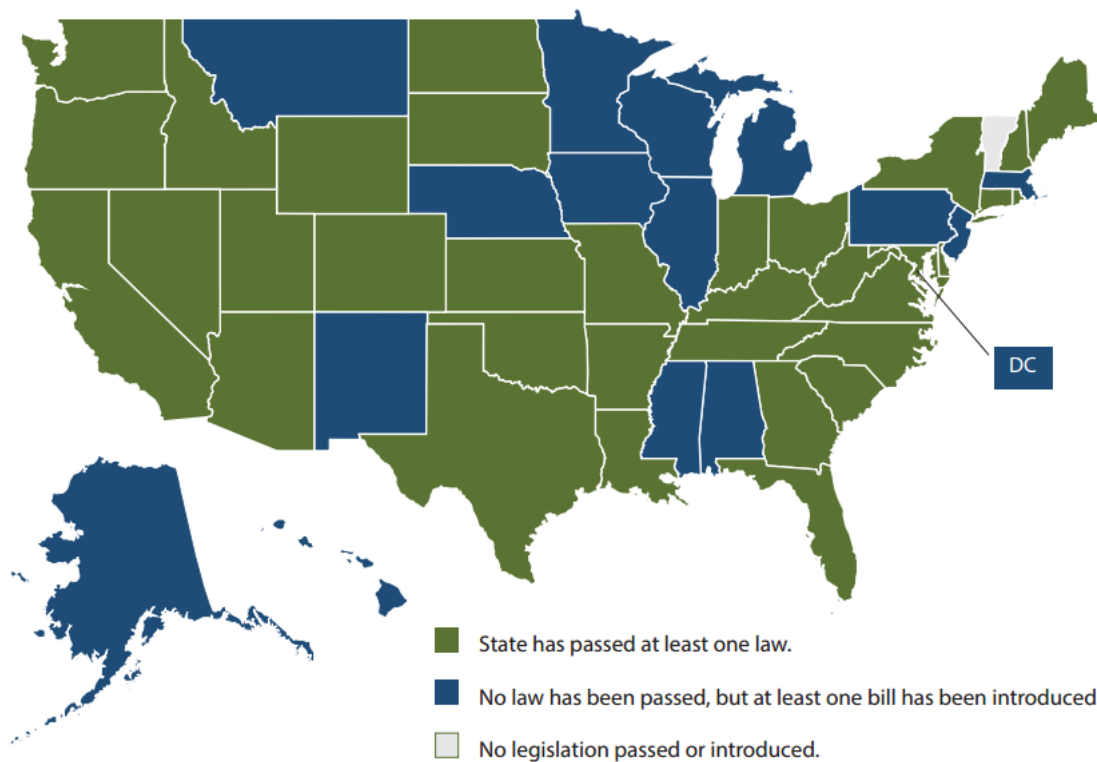
What are examples of student data you use in your work?

| | |
|-------------------------------------|------------------------|
| Student name | Disability status |
| Date of birth | IEP |
| Parent name and contact information | ELL |
| Race/ethnicity | Bus route |
| Gender | Assessment outcomes |
| Attendance | Discipline |
| Unique student identifier | Social security number |

87,344 students were enrolled in DC in the 2015-16 school year. OSSE is required to collect student-level data on each of these students.

Privacy Fast Facts

- In 2015, **48 states** introduced 187 student privacy bills.
- **34 states** have passed 53 student privacy laws since 2013.



Source: Vance, Amelia. Policymaking on Education Data Privacy: Lessons Learned. Alexandria, VA: NASBE, Apr. 2016.

Privacy Fast Facts

- Of the hundreds of laws that have been introduced, very few address the importance of **training**.
- However, human error is a factor in **95 percent** of all data security incidents according to IBM's 2014 Cyber Security Intelligence Index.

Source: Vance, Amelia. Policymaking on Education Data Privacy: Lessons Learned. Alexandria, VA: NASBE, Apr. 2016.

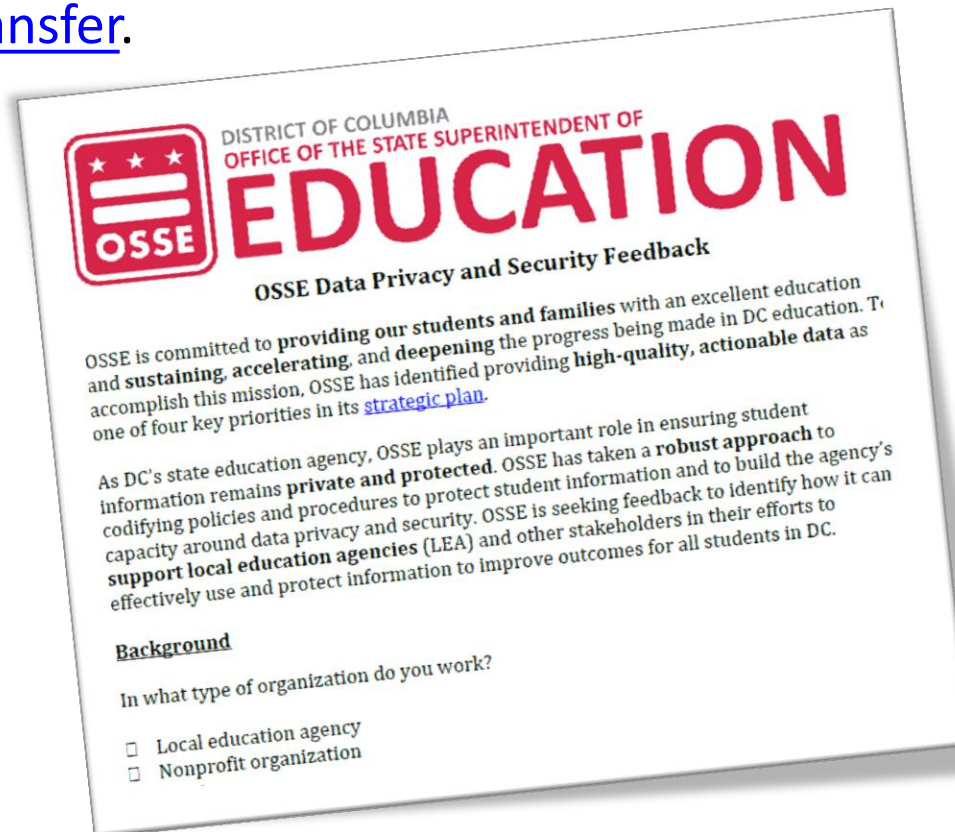
Student Privacy Training Policy

OSSE has adopted a policy to continue to strengthen OSSE's data protection and privacy practices:

- **Data Privacy Training**
 - All new employees and on-site contractors at OSSE must complete data privacy training within 30 days of start date.
 - All current employees and on-site contractors must complete data privacy training once every fiscal year.
- **Non-Disclosure Agreement**
 - All new employees and on-site contractors at OSSE must sign a data non-disclosure agreement upon start with the organization.
 - HR must ensure all current employees and on-site contractors have a non-disclosure agreement on file.

Upcoming Data Privacy Training and Guidance

OSSE is developing guidance and ongoing training on topics including [secure data transfer](#).



We want to hear from you! What other topics related to data privacy would be helpful in your work?

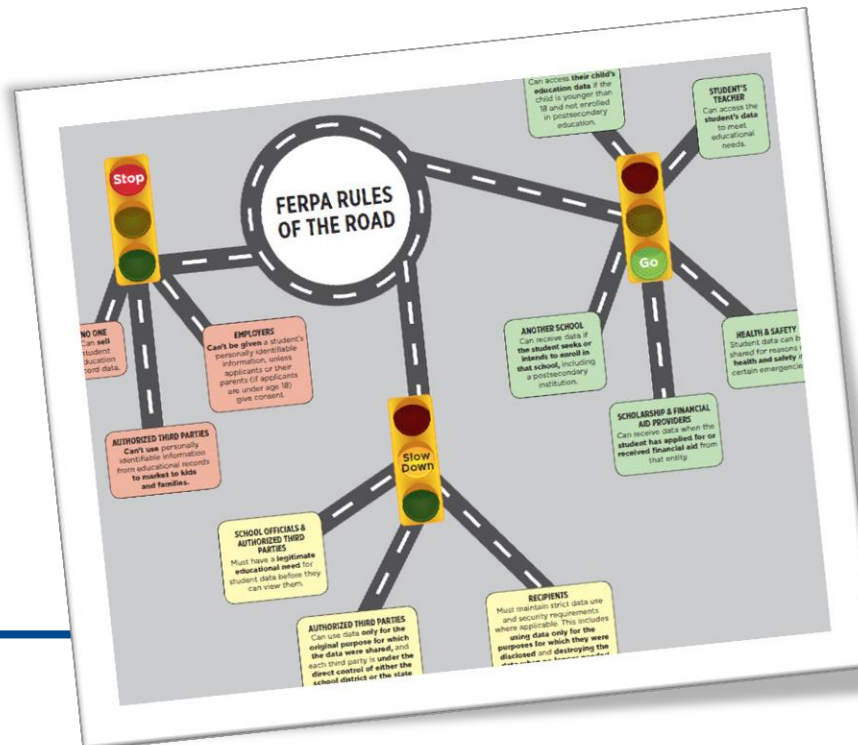
The Bottom Line

Everyone plays an important role in protecting sensitive data.
Never guess about data privacy, FERPA requirements, or technical security of records that contain PII.

If you have any additional questions or need guidance on a particular issue, please contact Elizabeth Laird at Elizabeth.Laird@dc.gov.

Additional Resources

- U.S. Department of Education
 - [Privacy Technical Assistance Center](#)
 - [FERPA website](#) including [FERPA regulations](#)
 - [FERPA/IDEA crosswalk](#)
- Data Quality Campaign [A Stoplight for Student Data Use](#)





SECURE UPLOAD SITE AND DATA SHARING

Purpose

The Office of the State Superintendent of Education (OSSE) maintains a secure upload website as one method for protecting Personally Identifiable Information (PII) about DC students as data files move electronically between OSSE and other agencies and organizations serving them.



Access Policy

- At the beginning of every school year, “Heads of schools” in OSSE’s Local Education Agency (LEA) contacts list will receive credentials for the site. This designation gives them access to their LEA’s main folder and any project-specific subfolders created under it.
- OSSE will not provide credentials to anyone who does not have an LEA, community-based organization (CBO) or school email exchange address. Please contact us if you have a concern about this or special circumstances.
- OSSE will not be responsible for any data re-disclosures caused by inappropriate sharing of credentials among LEA or CBO staff.

Receiving Your Credentials

New users will receive two emails. The first email will contain the username, location of folders and instructions for exchanging data files with OSSE.

OSSE maintains a secure upload website as one method for protecting PII about DC students as data files move electronically between OSSE and organizations serving them. This includes data sharing between OSSE and staff at LEAs, CBOs and other organizations.

OSSE's secure upload site is located at <https://upload.dc.gov/ossedata/nclb/>

The site contains folders for DCPS, public charter LEAs, the District of Columbia Public Charter School Board (PCSB), and CBOs. Each entity's folder can contain a number of subfolders for specific projects or tasks for which PII transfer is required. Permissions to these folders and subfolders are granted on a project-specific basis. OSSE ensures any data sharing has a legal basis under the federal Family Educational Rights and Privacy Act (FERPA).

Below is your secure upload username and folder location. **You will receive a separate email with your secure upload password.**

| LEA/CBO Name | Secure Upload Username | Main Folder | Folder Name | Subfolder Name |
|--------------|------------------------|----------------|-------------|----------------|
| School 123 | Test Username | Public Charter | School 123 | Assessments |

OSSE Secure Upload Folders

Each LEA/CBO has one secure upload folder to securely exchange data files with OSSE. Each LEA/CBO user credential grants permission to upload and download files in their respective folders. User credential permissions are restricted to their respective folders you will not have access to the other folders listed to download and upload files.

File Exchange

1. Go to the OSSE Data secure upload site <https://upload.dc.gov/ossedata/nclb/>
2. Log-in to the secure upload site using your username and password
3. Select the main folder to access your LEA/CBO folder
3. Click on your folder
4. Upload and download files in the folder and/or subfolder based on project specifications

Secure Site Upload Email

The second email will contain the password.

OSSE Secure Upload Password

For increased security, your password is being delivered separate from your username and log in instructions. Please use the following password in conjunction with the information provided in the previous email you received.

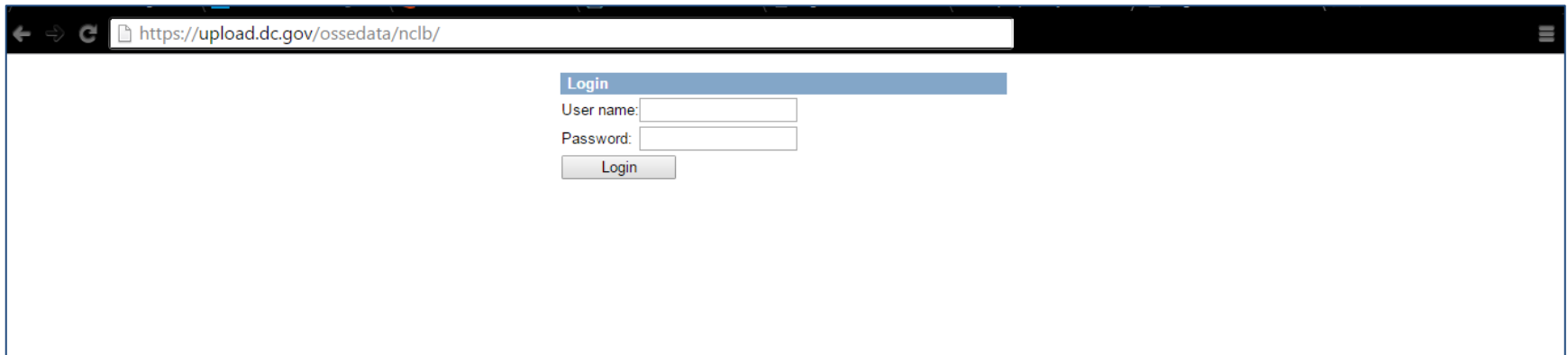
Secure Upload Password

Password123

Logging In

To access the Secure Upload Site:

1. Click the website [link](#) in the email.
2. Enter your user name and password from the emails.
3. Click the **Login** button.

A screenshot of a web browser window showing the login page for the Secure Upload Site. The address bar displays the URL "https://upload.dc.gov/ossedata/nclb/". The page content features a "Login" header, a "User name:" label with a text input field, a "Password:" label with a text input field, and a "Login" button below the fields.

https://upload.dc.gov/ossedata/nclb/

Login

User name:

Password:

Login

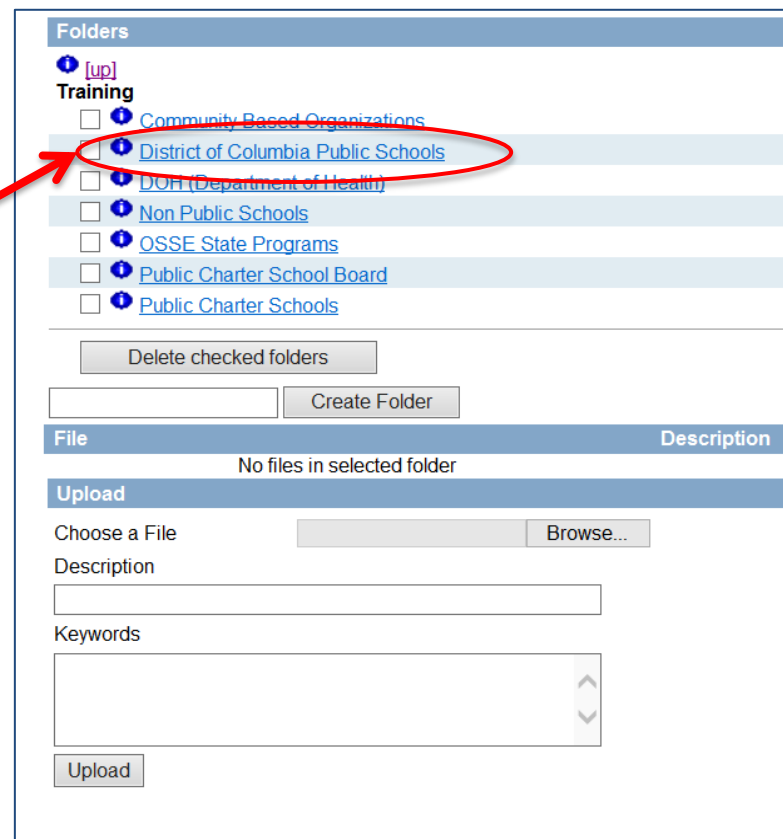


To ensure accuracy, copy and paste the user credentials from the emails.

Finding Your Folder:

District of Columbia Public Schools

- Once logged in, you will see the list of main folders.
- Review your initial credential email to locate your LEA's assigned main folder.
- Click on the assigned main folder.
- The DCPS folder is on the main folder page.



Folders

[\[up\]](#)

Training

- ☐ [Community-Based Organizations](#)
- ☒ [District of Columbia Public Schools](#)
- ☐ [DOH \(Department of Health\)](#)
- ☐ [Non Public Schools](#)
- ☐ [OSSE State Programs](#)
- ☐ [Public Charter School Board](#)
- ☐ [Public Charter Schools](#)

Delete checked folders

Create Folder

File Description

No files in selected folder

Upload

Choose a File Browse...

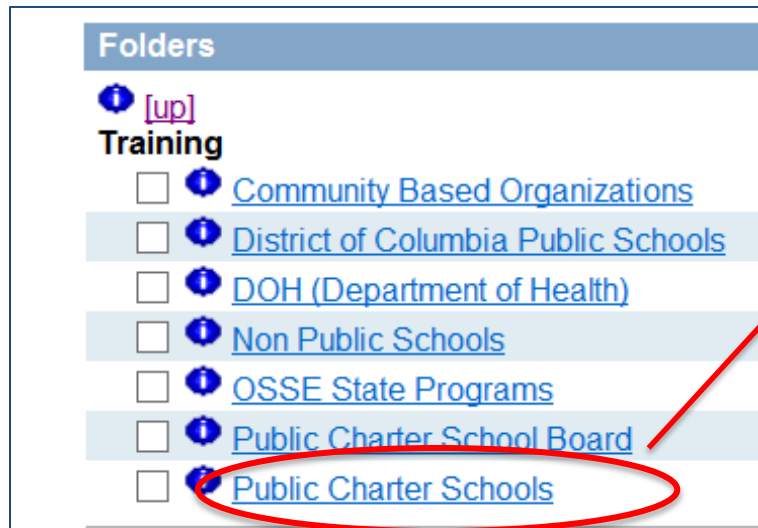
Description

Keywords

Upload

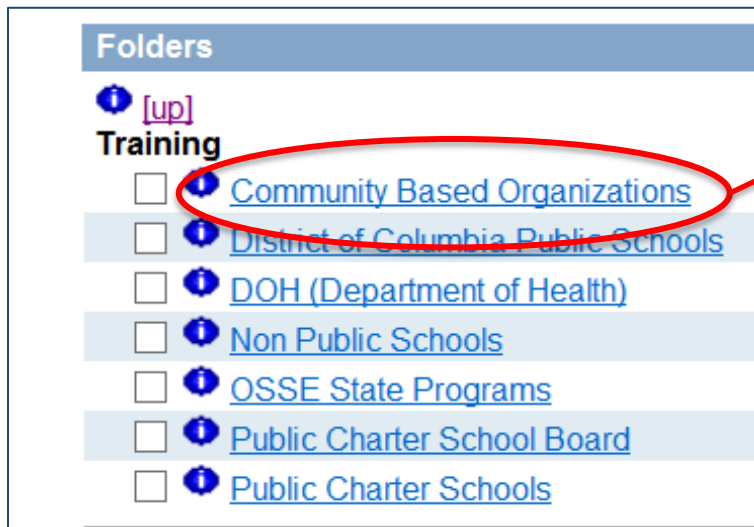
Finding Your Folder: Public Charter LEAs

For Public Charter Schools: A listing of all LEAs will appear, once you click on the Public Charter Schools folder.



Finding Your Folder: Community-Based Organizations

For community-based organizations (CBOs): A listing of all CBOs will appear, once you click on the CBO folder.



Finding Project Subfolders

Your main LEA/CBO folder contains a list of subfolders for specific projects. Select the subfolder for the project you are working on.

Folders

- [\[up\]](#)
- [Public Charter Schools](#)
- School 123**
- [Assessment](#)
- ☐ [Child Outcome Summary \(COS\)](#)
- ☐ [Coordinated Early Intervening Services \(CEIS\)](#)
- ☐ [Enrollment Audit](#)
- ☐ [Health and Physical Education Assessment](#)
- ☐ [MKV Homeless](#)
- ☐ [NAEP](#)
- ☐ [Non-Public Monitoring](#)

| File | Description |
|-----------------------------|-------------|
| No files in selected folder | |

Upload

Choose a File

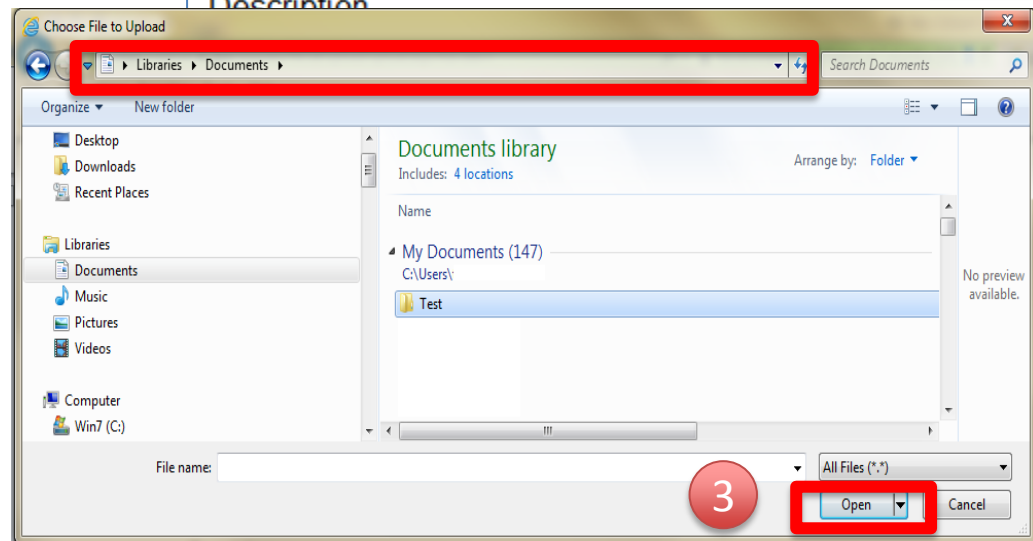
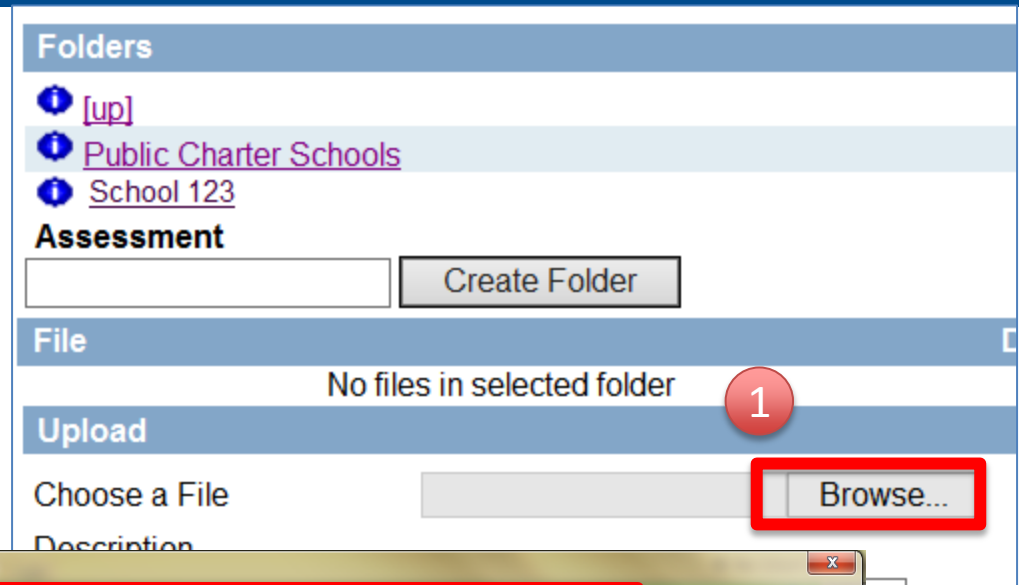
Description

Keywords

Uploading Files

To upload documents:

1. Click the **Browse** button.
2. Locate your file.
3. Click the **Open** button.



Completing the Upload

Once uploaded, the document will appear under File.

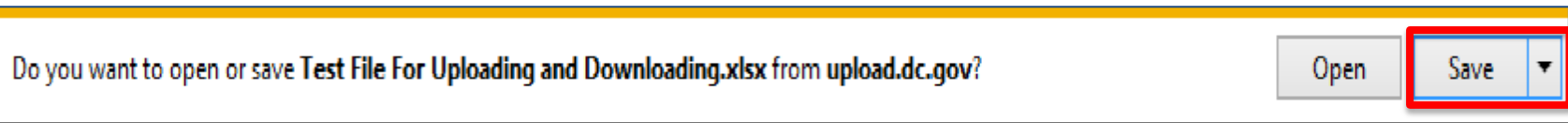
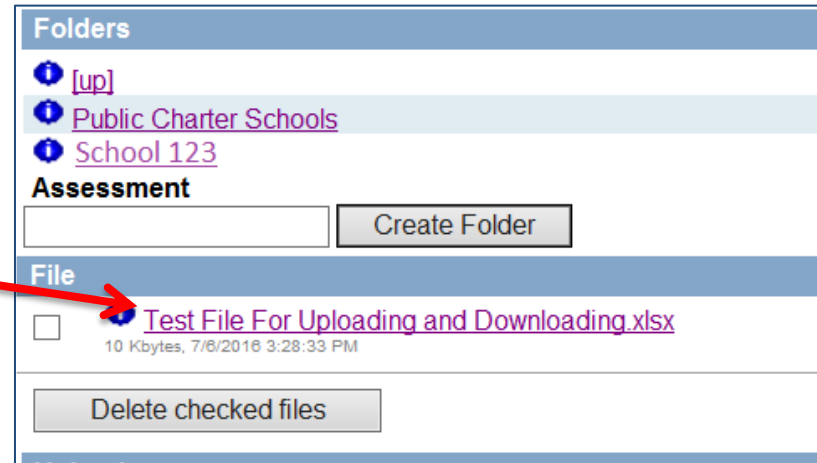
The screenshot displays a web-based file management interface. At the top, there is a 'Folders' section with a list of folders: '[up]', 'Public Charter Schools', and 'School 123'. Below this is an 'Assessment' section with a text input field and a 'Create Folder' button. The main part of the interface is a table with two columns: 'File' and 'Description'. A red rectangular box highlights the first row of this table, which contains a file named 'Test File For Uploading and Downloading.xlsx' with a size of '10 Kbytes' and a timestamp of '7/6/2016 3:28:33 PM'. Below the table is a 'Delete checked files' button. At the bottom, there is an 'Upload' section with a 'Choose a File' label and a 'Browse' button.

| File | Description |
|---|--------------------------------|
| <input type="checkbox"/> Test File For Uploading and Downloading.xlsx | 10 Kbytes, 7/6/2016 3:28:33 PM |

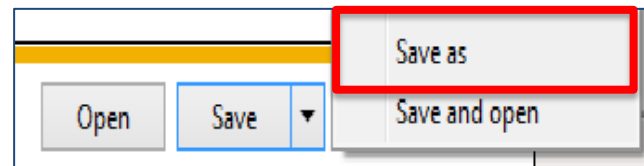
Downloading Files

To download documents:

1. Click on the file.
2. A dialogue box will appear at the bottom of the page with options for saving your document.



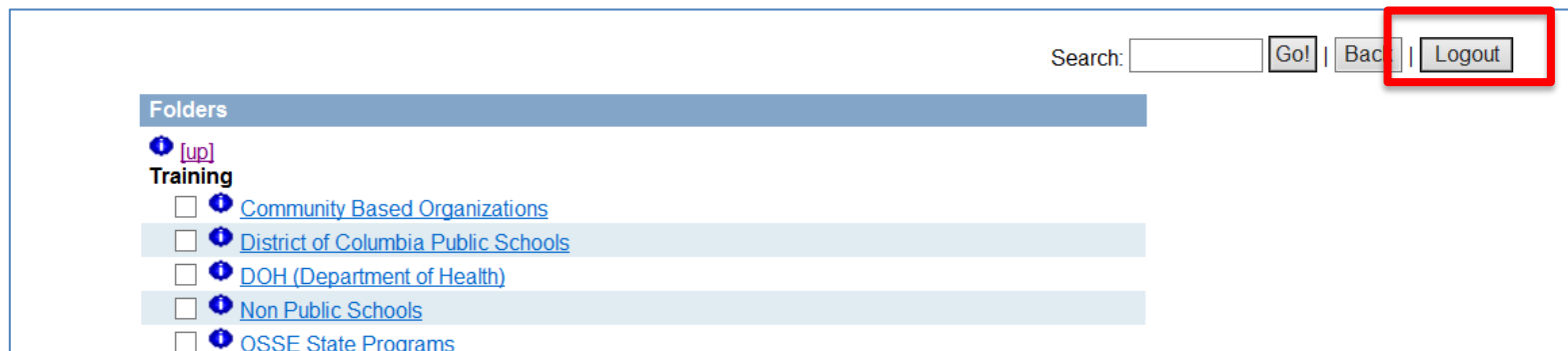
3. Select **Save As**.



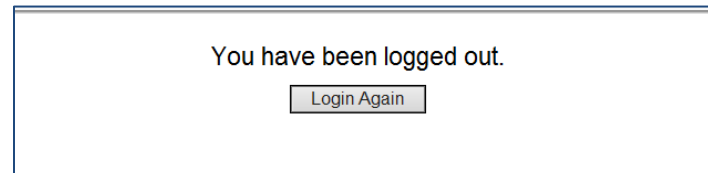
To locate the file easily, create a folder on your computer before downloading the file.

Logging Out

To log out, click on the **Logout** button.



You will see the following message on your screen to confirm that you have successfully logged out.

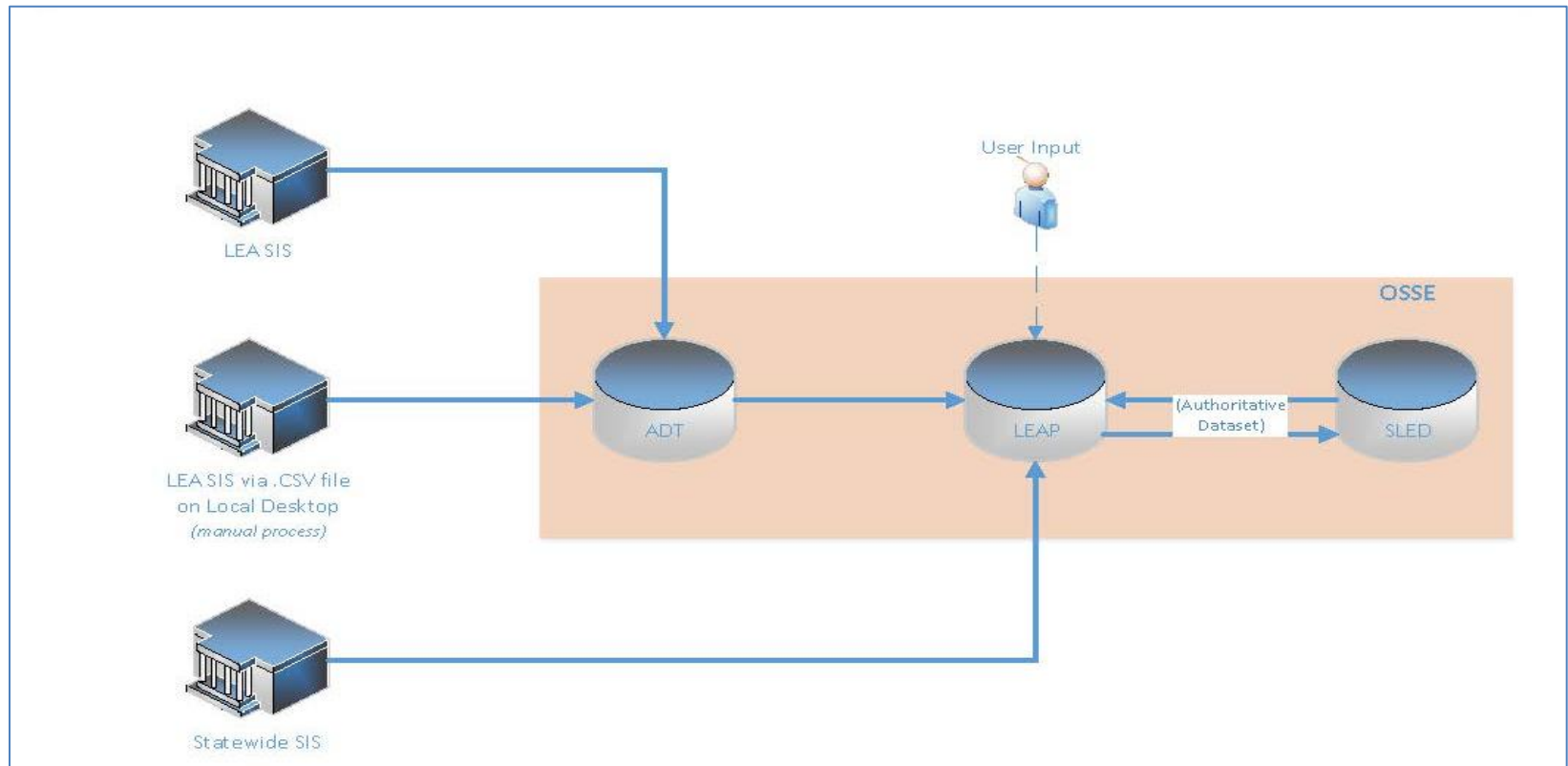




REVIEW OF DATA FLOW

Student Data in Downstream Systems

Student data are sent to SLED, SEDS, TOTE, and other systems **from** the LEA SIS.



Transitioning Data to OSSE

Data feeds for the 2015-16 school year ended on July 8, 2016 and transitioned to operating in the 2016-17 school year as of July 11, 2016.

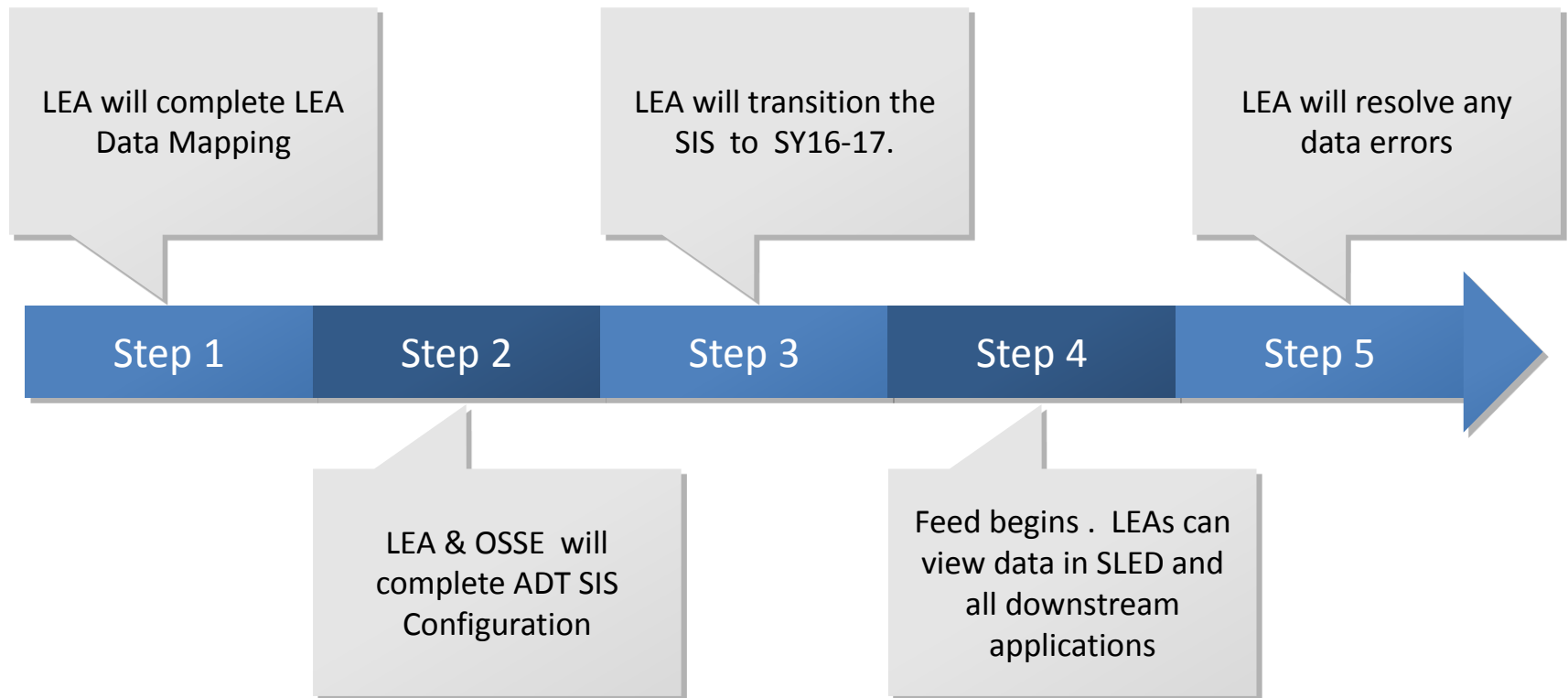
Local Education Agencies (LEAs) that are running Summer School or Extended School Year (ESY) for the 2015-16 school year cannot send data for 2016-17 school year until after these programs end.

The transitioning of data occurs around the end of July through the first few weeks of August.



Transitioning Data to OSSE

Below is a high-level overview of the steps for transitioning student data to OSSE.



Resources

[LEA Data Mapping
Application Guidance](#)



ENTRY & EXIT CODE GUIDANCE

Why Entry and Exit Data Matter

**Entry and exit data have far-reaching implications.
OSSE uses these data to...**

- determine students' enrollments and withdrawals,
- inform LEA payments,
- produce federal reporting and
- calculate student mobility and graduation rates.

What Are LEA Responsibilities?

- Ensuring accurate and timely data entry for enrollment and withdrawal.
- Recording at least one valid entry or exit code per student in the Student Information System (SIS) that reflects student enrollment and disenrollment.
- Collecting and retaining documentation to support the codes being used.
- Documenting code mapping.
- Providing documentation for exit codes for **ALL** students within five days of student exit.
- Avoiding backdating student entries and exits.



ENTRY AND EXIT CODES – THE BASICS

- What are Entry and Exit Codes?
- What's New This Year

What are Entry and Exit Codes?

- Entry and exit codes are four-digit codes that signal the different enrollment and withdrawal actions of students
- LEAs must have at least one code in their SIS which corresponds and maps to each of OSSE's valid entry and exit codes
- Consult the [OSSE Entry and Exit Guidance](#) for detailed lists of entry and exit codes.

What's New This Year

The following are new codes for the 2016-17 school year:

| CODE | CATEGORY | CODE NAME |
|------|----------|--|
| 1880 | Entry | Enrolled for special education services only |
| 1968 | Exit | Withdrawn due to exceeding the maximum eligibility age for IDEA services (split out from 1962) |



ENTRY AND EXIT CODES: BEYOND THE BASICS

- Student Roster
- Enrollment
- Special Education (SEDS)

The Use of Entry and Exit Codes in Creating the Student Roster

- Entry and exit codes are used to determine the SLED student roster through real-time tracking all students' enrollments and withdrawals throughout the school year
- Starting in the 2016-17 school year, LEAs will have to provide documentation for all student exits as part of the **LEA Membership Tracker** initiative, except for:
 - Student transfers within the state public school system
 - Student discharge or disengagement

Using Entry Codes: Enrollment Stages 4, 5, and 6

Stage 4 (entry code 1800)

- *Registration* of the student in the SIS by school upon receipt of required enrollment forms and letter of enrollment agreement

Stage 5 (All other entry codes except 1800)

- *Receipt of educational services*, which are deemed to begin on the first official school day

Stage 6 (No data entry required)

- *Completion of Stage 4*, and defined as follows:

The LEA's obligation to determine eligibility for special education services or to provide special education services on an existing IEP is triggered upon completion of registration (stage 4).

Exiting Students from a Stage 4 Enrollment

- Students should be exited from Stage 4 enrollment in instances where students do not attend school after completing registration (i.e., “no-show”)
- The following exit codes trigger the process for administratively exiting a student from the SLED roster:
 - **Exit Code 4321** may be used only for general education students who have pre-enrolled
 - **Exit Code 1234** may be used for special education students who are pre-enrolled only under specific circumstances.

Exiting Special Education Students from Stage 4

- LEAs may designate the student as an “administrative no-show” using **Exit code 1234** if:
 - there is no record of attendance at the LEA, *and*
 - the LEA can demonstrate it has made significant attempts to ascertain the whereabouts of a student who never attended after a Stage 4 enrollment
 - LEAs are responsible for determining the whereabouts of every student with a disability who has completed Stage 4 of the enrollment process
- LEAs are responsible for continuing to provide special education services to all special education students with a Stage 4 enrollment until prior written notice is issued

Documentation Requirements for Exiting Students from Stage 5

- All valid exit codes remove students from the SLED roster
- LEAs are responsible for providing documentation for:
 - Exit codes indicating student transfer out of the state public education system

Note: DCPS and PCSB will provide documentation of student credentials, where applicable
- All unverified exit codes will default to exit code 1984, signaling student disengagement

Exiting Students from the SEDS Roster

Once documented, students may be exited from the SEDS roster when they:

- Graduated with a regular, advanced or International Baccalaureate diploma
- Were awarded a state diploma from OSSE
- Exited the state public school system
- Died or were permanently incapacitated
- Withdrew due to exceeding the maximum age for special education services eligibility under IDEA (age 22)

Other Special Circumstances for Special Education Students

- All other valid exit codes will be recognized by OSSE but will not result in automatically inactivating the student's status in SEDS.
- In these instances, the LEA is responsible for continuing to provide special education services until prior written notice is issued.
- Once the LEA has made reasonable efforts to contact the parent in accordance with standards set forth in OSSE's initial evaluation and reevaluation policy, and prior written notice has been issued, the student may be administratively exited from SEDS.



ENTRY AND EXIT CODES FOR SPECIAL CIRCUMSTANCES

- Transfers to and from nonpublic schools
- Adjusted Cohort Graduation Rate (ACGR)

Nonpublic Student Transfers

- When a student transfers to a non-public school, the student must be withdrawn using an appropriate exit code and re-enrolled using an appropriate entry code.
- Changing the school code assigned to a student to reflect enrollment in a non-public school is not sufficient for accurately tracking student enrollment and movement.
- The student should first be withdrawn from the LEA school using exit code 2040. The student should then be re-enrolled using entry code 1811.

Adjusted Graduation Cohort Entry and Exit

- Any student with a valid Stage 5 entry code at any point in grades nine, 10, 11 or 12 or who has attended a degree-granting adult program belongs to a cohort.
- Students with valid exit codes signaling transfer out of the state educational system may be removed from the cohort after the LEA submits appropriate documentation to OSSE and after OSSE reviews and approves the documentation
- Consult the [District of Columbia Adjusted Cohort Graduation Rate Guidance](#) for more information.

Exit Codes and Youth Dropout Calculation

- Federal guidelines require OSSE to report the number of youth in grades 7 through 12 who “drop out” of school in a given year (“event dropout rate”).
- The ability of LEAs to provide accurate exit codes for all students is imperative to informing these obligations and ensuring that youth are receiving the educational services they need to be successful in life.
- Review the Entry and Exit Guidance to confirm which exit codes which will identify a student as “educationally disengaged.”



TECHNICAL ASSISTANCE AND SUPPORT

- OSSE Support Tool
- Escalating Issues

Using the OSSE Support Tool to Resolve Enrollment Problems

- For resolving issues with enrollment data, use Issue Type: Enrollment / Enrollment Audit.
- Then select the appropriate subcategory from the drop down list

The screenshot shows the 'OSSE Support Request' form. The 'Issue Type' dropdown menu is open, displaying a list of subcategories. A red arrow points from the text 'Enrollment / Enrollment Audit' in the first bullet point to the selected option in the dropdown. Another red arrow points from the text 'Then select the appropriate subcategory from the drop down list' in the second bullet point to the dropdown menu itself.

OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *

Enrollment/Enrollment Audit

Status Sub Category *

Make a Selection...

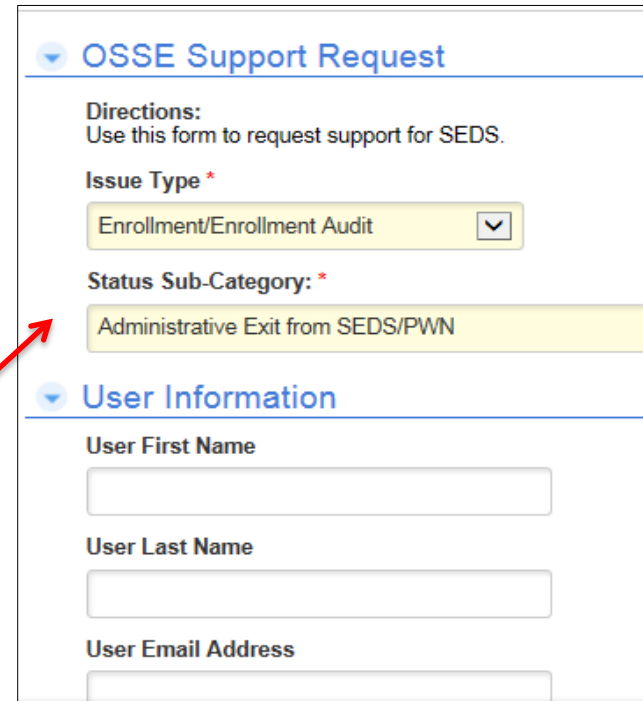
- Student Not Appearing in SEDS - Currently Attending LEA
- Student Erroneously Appearing in SEDS - Student NOT Currently Attending LEA
- Enrollment Audit: Enrollment Issue (School, grade)
- Enrollment Audit: Enrollment Issue (Exit/Entry)
- Annual Enrollment Audit: LEP Status Issue
- Annual Enrollment Audit: Enrollment Issue (Exit/Entry, School, grade)
- Annual Enrollment Audit: Residency/Tuition Issue
- Annual Enrollment Audit: Count Location Issue
- Annual Enrollment Audit: Demographic Issue (name, DOB, gender, race/ethnicity)
- Annual Enrollment Audit: SLED/USI Issue
- Special Education Data Incorrect
- ADT Issue
- Administrative Exit from SEDS/PWN
- Demographic Data Issues (Other than EA)

<Add a new issue option...>

Requesting Administrative Action Through the OSSE Support Tool

To request administrative action, following submission of prior written notice for removal from the LEA SEDS roster, use...

- Issue Type: Enrollment / Enrollment Audit;
- Sub-Category: Administrative Exit from SEDS / PWN



The screenshot shows the 'OSSE Support Request' form. It includes a 'Directions' section, an 'Issue Type' dropdown menu set to 'Enrollment/Enrollment Audit', and a 'Status Sub-Category' dropdown menu set to 'Administrative Exit from SEDS/PWN'. Below these are sections for 'User Information' with input fields for 'User First Name', 'User Last Name', and 'User Email Address'. A red arrow points from the text 'Administrative Exit from SEDS / PWN' in the list to the 'Administrative Exit from SEDS/PWN' option in the 'Status Sub-Category' dropdown.

OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *
Enrollment/Enrollment Audit

Status Sub-Category: *
Administrative Exit from SEDS/PWN

User Information

User First Name

User Last Name

User Email Address

How to Escalate an Issue

If there is an urgent issue concerning a student's enrollment record (e.g., inappropriate access, data feed issues affecting the entire LEA, etc.), please contact the OSSE DAR Training and Support Team:

OSSE.DARtraining@dc.gov



LEA DATA MAPPING APPLICATION



LEA MEMBERSHIP TRACKER

LEA Membership Tracker

- Use of the LEA Membership Tracker system will begin SY16-17, after the October enrollment audit
- This system will track the movement of student data
- Any student data conflicts will need to be resolved prior to the student data change being accepted and reflected in SEDS



SLED

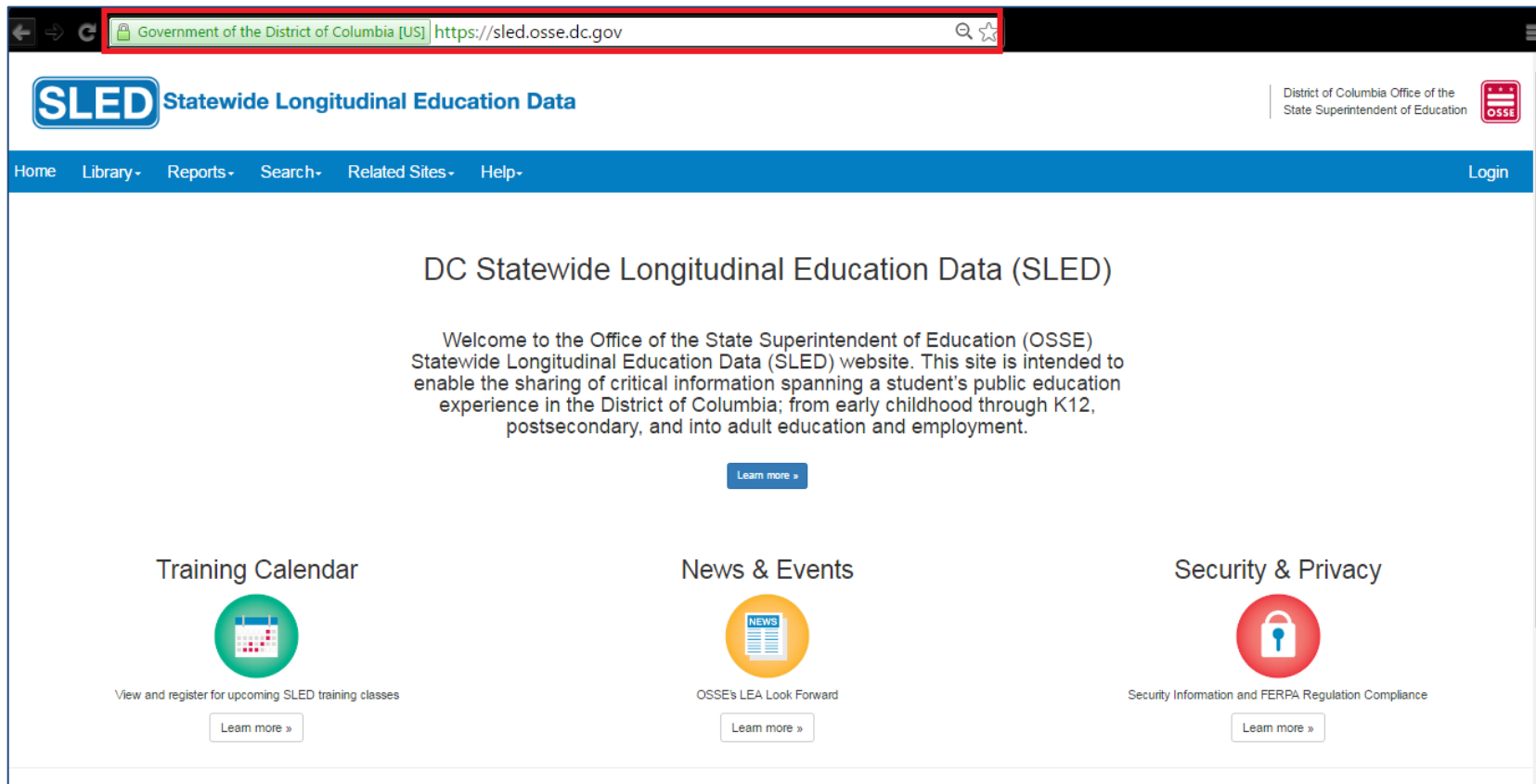
What is SLED?

- The Office of the State Superintendent of Education's Statewide Longitudinal Education Data System (SLED) is a comprehensive repository of student data – from early learning to postsecondary.
- SLED provides extensive educational data to schools, LEAs and the State to enable better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment, which, in turn, will help improve the educational outcomes of DC students.

SLED

To access SLED, type the following URL into your browser:

<https://sled.osse.dc.gov>



What Does SLED Contain?

- Student Demographic and Enrollment Data Reporting by Ward, Grade, Gender, Ethnicity, Local Education Agency (LEA) and Schools
- Student Mobility Tracking
- Duplicative Student Reporting
- Next Generation Assessment Scores and historical data from DC CAS
- Nonpublic School Special Education Attendance Tracking
- Annual Enrollment Audit and Child Count Data
- Direct Certification Data for Free and Reduced Price Meals (FARMS)
- Postsecondary Data

SLED Data Sources

SLED combines data from various sources, whether received through direct feeds or as a result of an OSSE data request. Some examples include:

LEA Student Information Systems (SIS) (enrollment)

The College Board (SAT scores)

Jacob France Institute (workforce engagement)

National Student Clearinghouse (college enrollment, progression, and graduation)

Department of Human Services (TANF & SNAP)



UNIFIED ERROR REPORTS

Unified Error Reports

- These reports will be released Monday, August 8, 2016
- The types of errors included on this report
 - Enrollment
 - Special Education
 - Attendance
 - Transportation
- Emails will go out weekly to Heads of School, LEA Data Managers and Special Education POCs with aggregate counts of each error type
- Most errors can be resolved in one (1) business day by making the necessary changes in the LEA SIS
- Special education errors may require an IEP Amendment or a new IEP or Eligibility Determination



DUPLICATIVE ENROLLMENT

Duplicative Enrollment

- LEAs should work together to resolve duplicative enrollment issues, including because they affect the ability of students with disabilities to receive services
- Duplicative enrollment data may be found in SLED in the Duplicative Enrollment Report
- Steps to resolve duplicative enrollments are:
 - LEAs must complete document exchange in SLED
 - LEAs must communicate to ensure appropriate student withdrawal from one or the other
 - LEAs should refer to the LEA/School Directory in SLED to find contact information for each other
- OSSE will help investigate when students with disabilities are involved

Enrollment Audit

- The official enrollment audit report will be in SLED again in the 2016-17 school year in the same location, under the “programs” tab.
- Enrollment Audit Data Certifications will be electronically signed and submitted in 2016-17 (through SLED). The signature and submission must be completed by the Head of LEA listed on the LEA Contacts List.
- All parties working on the Enrollment Audit, including the Head of LEA, must ensure that they have access to SLED by the beginning of September.

Enrollment Audit

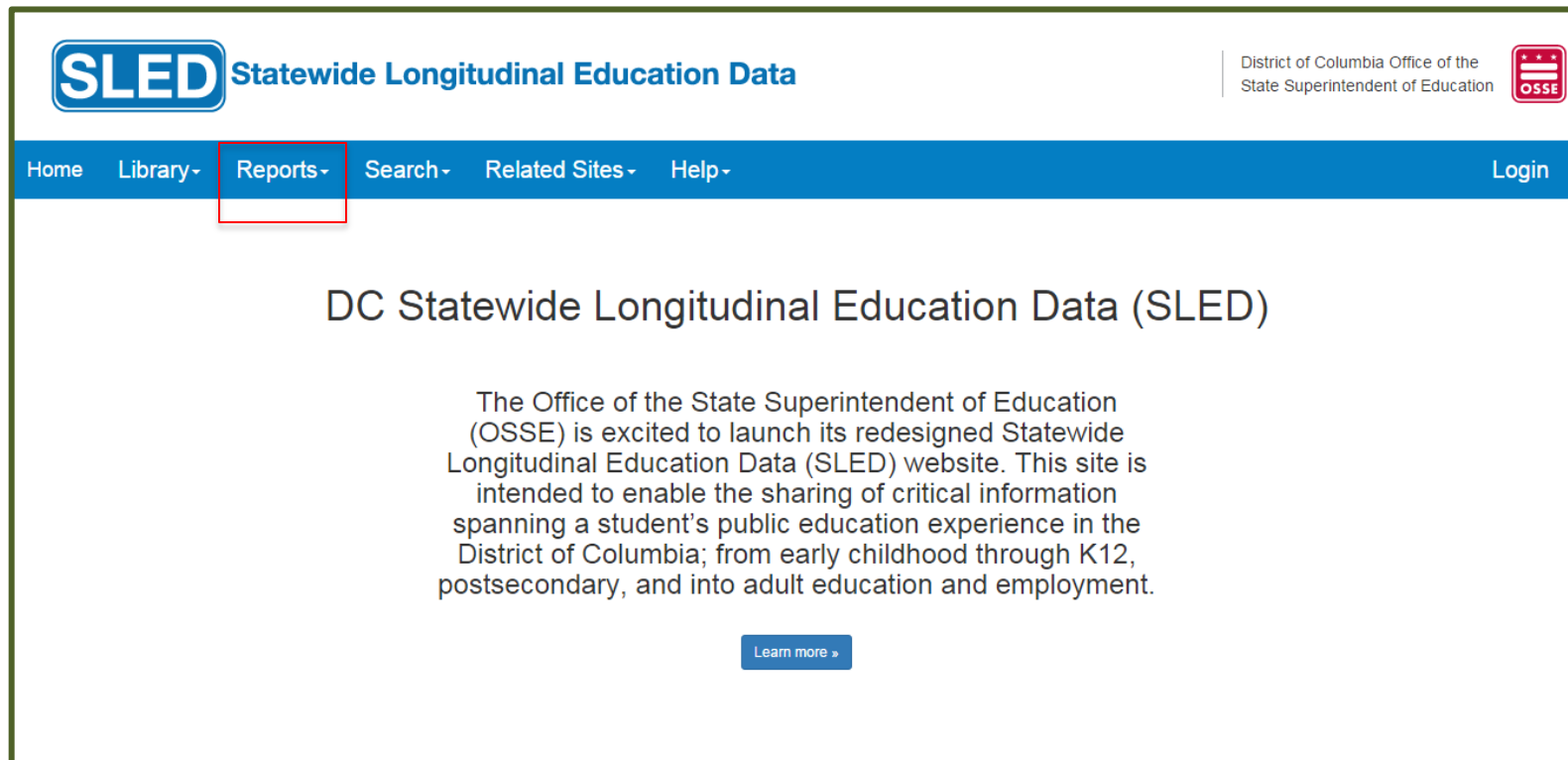
- Not all student records showing up as enrolled on the Current Roster (Uncertified) are accepted to the Enrollment Audit Roster.
 - For a student record to be accepted and displayed in the Enrollment Audit Roster, the student's record must be complete, a valid stage five enrollment, and error free. Further details can be found in the Enrollment Audit Handbook.
- LEAs should input students' Count Location information through the LEA SIS in 2016-17, not the EA/CC QuickBase Application, as was done in last year.
- The Enrollment Audit roster will refresh on a daily basis through the Audit day (Oct. 5, 2016). LEAs must ensure that all data in the Enrollment Audit roster are accurate and valid by Oct 5, 2016.



ENTERPRISE REPORTING SYSTEM


Accessing Enterprise Reports

- Once on the SLED page, navigate to the Reports tab on the tool bar.
- From the drop down menu, select Enterprise Reporting System



Accessing Enterprise Reports

You will be required to login to the system again to access the reports.


 SLED
DC STATEWIDE LONGITUDINAL
EDUCATION DATA SYSTEM

Log in

Email

Password

Log in

 **ENTERPRISE**
Reporting System

Welcome to the Enterprise Reporting System

What is the Enterprise Reporting System?
The Enterprise Reporting System (ERS) is an online reporting application component of the Student Longitudinal Educational Data warehouse (SLED). This multifaceted application has been designed to provide user-friendly reporting for special education and general education stakeholders in the District of Columbia.

Special Education (SPED) Reports maintained in this application are fed by data extracted from the Students Education Data System (SEDS). General education (GE) reports maintained in this application are fed through various data systems and data feeds, which allows for seamless delivery of user-friendly reports to stakeholders in the District of Columbia. The reports provided in the ERS collection are comprehensive, including both detailed and aggregated student data. ERS delivers enhanced assistance to stakeholders for better management and planning.

Reports are maintained in the following directory categories:

- Performance and Management – Special education events, LEA performance and planning
- Enrollment and Attendance – Student transfer monitoring, roster planning, non-public placement
- Student Level Analysis – Special education event monitoring, secondary transition, SPED level and disability monitoring
- Enterprise Reports – Large testing data sets for CAS, STRAD, Standard, Access, and other assessment and historical data trends
- Child Count and Audit – Audit data for yearly GE enrollment and SPED enrollment

For more information and training on how to log into SLED, or how to access the reports via the Enterprise Reporting System tab, please refer to the user guide and training webinar, located on the SEDS Resource Site.

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810 First St. NE, Washington DC 20002
sled.info@dc.gov
P: (202) 727-6436



Reports in the Enterprise Reporting System

Three Main Report Categories

ENTERPRISE-WIDE REPORTS

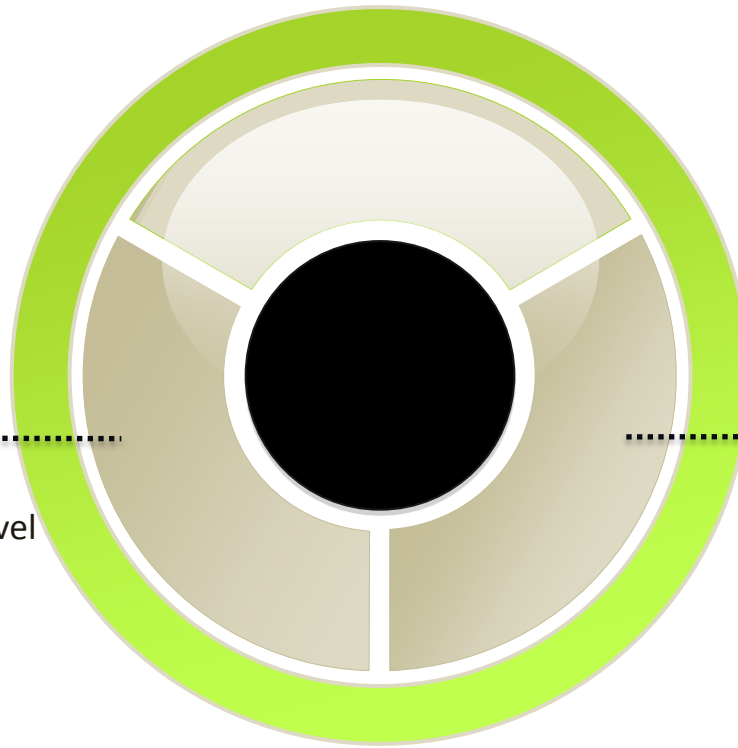
Presents current and historical data on student, LEA and state performance

SPECIAL EDUCATION REPORTS

Presents enrollment, attendance, school performance, and student-level reports related to special education

CHILD COUNT/ENROLLMENT AUDIT REPORTS

Allow school and LEA staff to comply with requirements of the child count and enrollment audit projects



Enterprise Reporting System

The screenshot displays the Enterprise Reporting System web application. The header includes the SLED logo, the text 'DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM', a 'Click Here For Reports' button, a search bar, and a 'Help' button. The main content area is divided into three sections: 'Most Viewed in Catalog', 'Recently Viewed Reports', and 'Announcements'. The 'Most Viewed in Catalog' section is highlighted with three red arrows pointing to it. It contains four categories of reports: SEDS, Enterprise Reports, Enrollment Audit and Child Count, and Internal Reports. The 'Recently Viewed Reports' section lists three reports: Duplicative Enrollment Report, Events Not Transferred, and Special Education Roster Report. The 'Announcements' section states 'No Announcements Have Been Made'. The footer includes the contact information for the Office of the State Superintendent of Education and the OSSE logo.

Home

ENTERPRISE
Reporting System

Most Viewed in Catalog

- SEDS**
 - Enrollment History Report
 - Special Education Roster Report
 - LEA Performance and Planning Report
 - Events Not Transferred
 - Duplicative Enrollment Report
 - More...
- Enterprise Reports**
 - Child Count
 - DCCAS 2014
 - Historical ACCESS Scores
 - LearnDC Enrollment
 - Student Growth Percentile
 - More...
- Enrollment Audit and Child Count**
 - Child Count Data Anomalies Acknowled...
 - Child Count Certification Report
 - Enrollment Audit Certification
 - More...
- Internal Reports**
 - Comparable Services
 - Active Students
 - NonPublic Students by Attending Schoo...
 - Active Students Closing LEAs
 - Enrollment Status
 - More...

Recently Viewed Reports

- Duplicative Enrollment Report
- Events Not Transferred
- Special Education Roster Report

Announcements

No Announcements Have Been Made

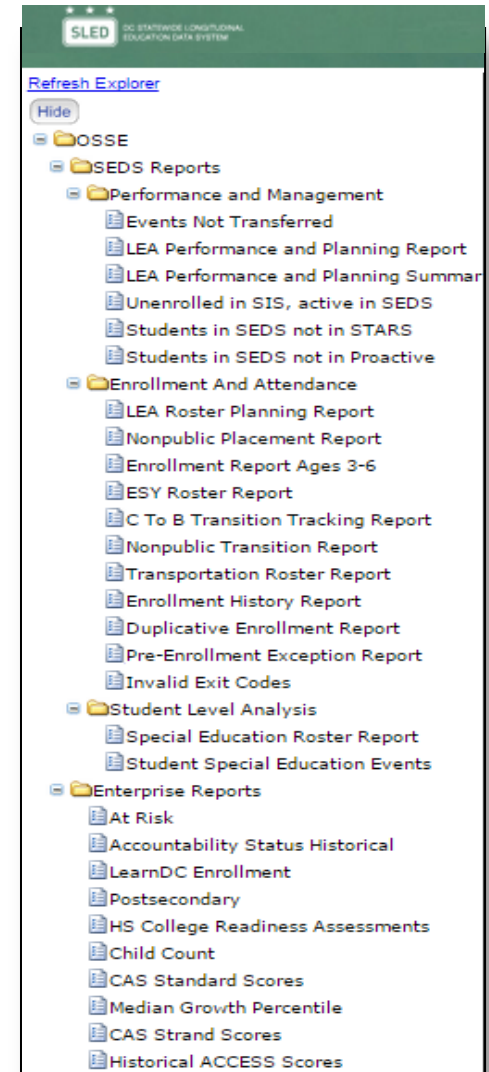
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810 First St. NE, Washington DC 20002
sled.info@dc.gov
P: (202) 727-6436

OSSE

Enterprise Reports

- This comprehensive set of reports in SLED is called “**Enterprise Reports**”

- These reports are available to:
 - Allow LEAs to access data without having to submit a request for a report to OSSE
 - Allow LEAs to track their own improvement over time through customized data
 - Provide a variety of reports, beyond just special education data
 - Examples include reports on statewide assessments, college readiness, etc.
 - SLED also contains SEDS reports such as the LEA Performance & Planning Report



Description of Reports

LEAs are encouraged to access and review each of the reports prior to the beginning of the school year and on a consistent basis throughout the school year.

| Report Title | Description | Purpose |
|--|--|--|
| LEA Performance and Planning Report | Provides information about metrics submitted by OSSE to external stakeholders on behalf of the LEAs. Also shows upcoming meetings to assist LEAs with planning and scheduling. | <ul style="list-style-type: none"> • Informs LEAs of IEP and eligibility meetings that are due in the next 30 to 90 days. • Informs LEAs of their timeliness status (IEPs and eligibilities 'held on time,' 'held late,' and 'not held'). |
| Events Not Transferred Report | A list of students who have at least one special education event record that has not been transferred from their previous LEAs to their current LEA. | <ul style="list-style-type: none"> • Knowledge of special education records at the student's previous LEA. |
| Planning Roster Report | This report provides a list of services on the most recent IEPs for newly enrolled students, for the purposes of planning resources for the upcoming school year. | <ul style="list-style-type: none"> • Identifies the students with a disability who have enrolled in the LEA. • Allows LEAs to conduct roster planning to determine needed resources based on services listed in IEPs. • Identifies trends of enrollment for subsequent years. |



SPECIAL EDUCATION DATA SYSTEM (SEDS)

Easy IEP (SEDS)

- SEDS is the District of Columbia's system of record for special education data.
- SEDS also serves as the primary system for entering and updating special education student information.



Accessing Student Information

- All DC students have a record in SEDS to allow for a seamless transition from general education status to special education status in the event a student is found eligible for services.



- The user can search for students by entering their last name, first name, USI or Local ID.

What does SEDS contain?

- Student/parent demographic information
- Special education documentation (e.g., assessments, IEPs, eligibility documentation, Prior Written Notice (PWN))
- Special education service trackers
- Wizards for caseload management and progress reports setup
- Communication log
- Documents repository



eSchoolPLUS STATEWIDE STUDENT INFORMATION SYSTEM

OSSE eSchoolPLUS Calendar and LEA Contacts

- The Office of the State Superintendent of Education (OSSE) is pleased to provide LEAs with an application designed to make it convenient to enter instructional and non-instructional calendar days for your LEA.
- The calendar will serve as the central repository of instructional and non-instructional days for each LEA and impacts attendance data and reporting
- In addition, your LEA will be responsible for adding and updating Points of Contact in eSchoolPLUS.


LEA Data Manager Responsibilities

The LEA Data Manager should be prepared to:

- Create school calendars for the Regular School Year, Extended School Year (ESY) and Summer School, if applicable.
- Update and modify the calendar for the School Year (SY).
- Ensure calendars are always accurate (impacts attendance data and reporting to OSSE and the Public Charter School Board).
- Enter LEA Points of Contact in the Statewide Student Information System.

eSchoolPLUS Login

The LEA Calendar and Points of Contact are located in eSchoolPLUS, which is the new Statewide Student Information System.

 **eSchoolPLUS**
a PLUS 360 Application



<https://esp40.sungardk12saas.com/eSchoolPLUS>


SUNGARD K-12 EDUCATION


Login


Login


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 **eSchoolPLUS-**

 **PerformancePLUS-**

 **IEPPLUS-**

 **BusinessPLUS-**

 **eFinancePLUS-**



QLIK DATA SYSTEM

Qlik Sense Overview

What is Qlik Sense?

Qlik Sense is a self-service data application that empowers users to easily create a range of flexible, interactive visualizations.

Qlik Sense delivers:

- Visualization
- Ease of exploration
- User-driven, drag-and-drop creation
- Collaboration and storytelling

Accessing Qlik Sense

- Qlik Sense can be accessed from <https://analysis.osse.dc.gov>.
- LEAs are allocated tokens.
- Heads of Schools and LEA Data Managers determine which staff members are granted a token.

★ ★ ★
SLED DC STATEWIDE LONGITUDINAL
EDUCATION DATA SYSTEM Log in

Email

Password


Log in

Qlik® Sense

Welcome to the Qlik Sense Login

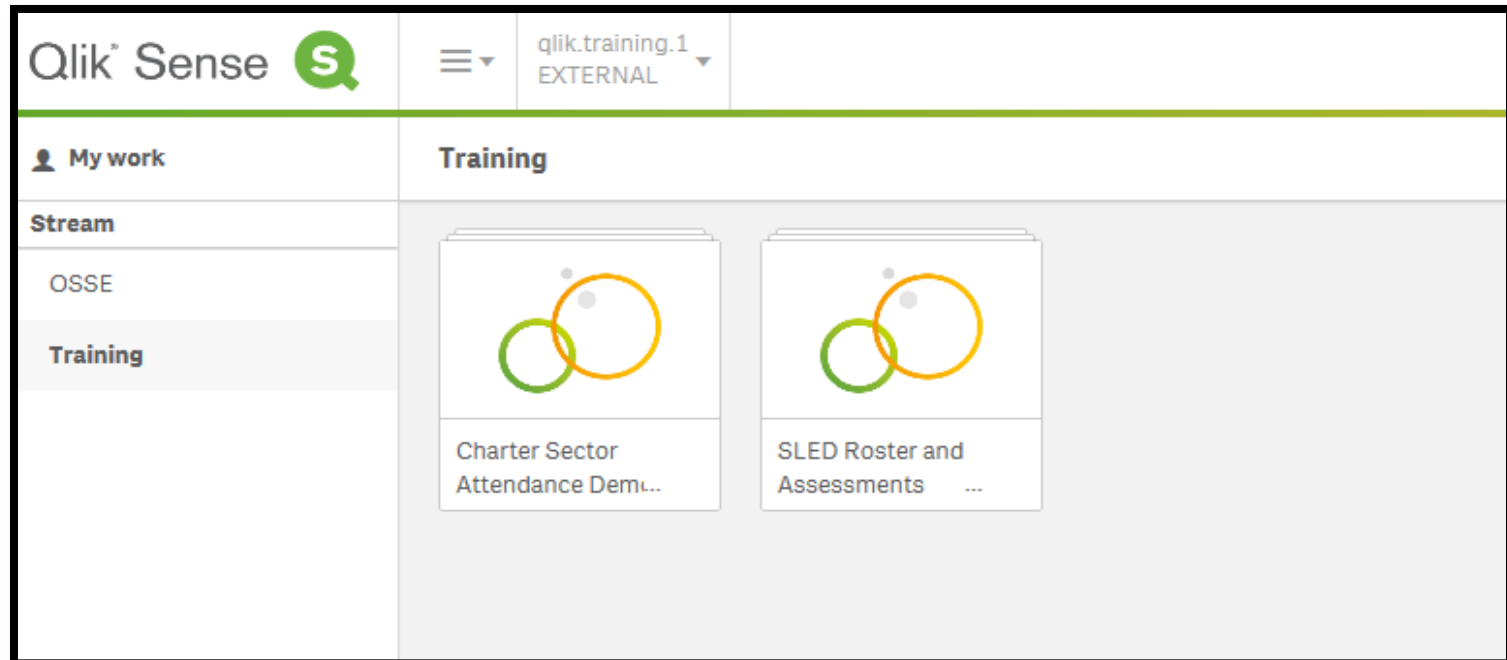
Qlik Sense Hub requires an active SLED account. If you do not have a SLED account or you are unable to access the hub with your account, please contact the OSSE Help Desk at 202-719-6500 and have your information ready so the Help Desk technicians can provide assistance.

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810 First St. NE, Washington DC 20002
sled.info@dc.gov
P: (202) 727-6436



Qlik Sense Hub

- Upon successful authentication, the Hub will display as shown below.
- There will be multiple streams based on permissions. By default, the LEA and OSSE streams will be listed.
- After navigating to the LEA stream, click on the SLED Enrollment Demographics and Assessments application icon






TECHNICAL ASSISTANCE AND SUPPORT

OSSE Support Tool (OST)

Access Requirements:


- The OST link is found on the main menu page in SEDS and on the SEDS Resource Site: <https://octo.quickbase.com/db/bh9ehz85s>
- A username and password is required to access the tool.

 OSSE Support Tool } OSSE Support Tool

[▶ PARCC/DC Science 2016: Who to Call, How to Get Help](#)

[▼ My FERPA Compliance](#)

If your name does not appear below, click on the red button to complete your FERPA compliance.

| | Record Owner | I confirm that I agree to the terms in this FERPA compliance statement | Date Created |
|---|--|--|---------------------|
|  | Rouland, Karmen (OSSE) | ✓ | 02-04-2014 11:46 AM |

Complete FERPA Compliance

[▼ Request Options](#)

Add Request for Support
Click on this button to submit and status.

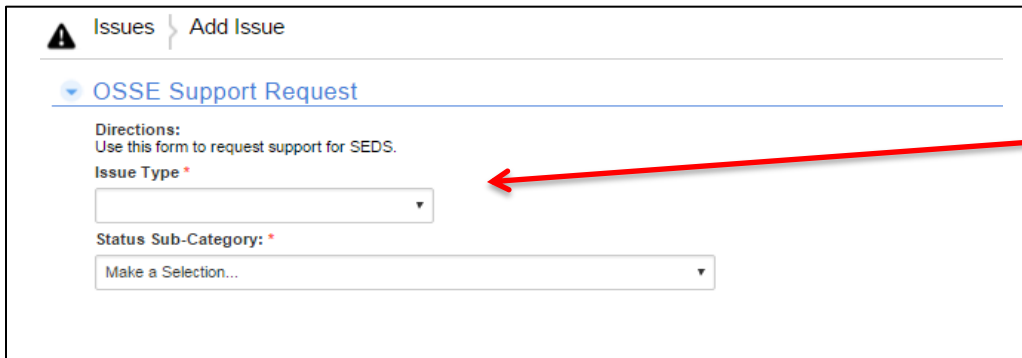
Request Transfer of Student Records
Click on this button to request the transfer of student records.

Review Outstanding Transfer Requests
Click on this button to review and approve pending transfer requests.

Status Search
Click on this button to search for an status.

Review of Transfer Requests
Click on this button to review the status of transfer requests.

OSSE Support Tool



Issues } Add Issue

OSSE Support Request

Directions:
Use this form to request support for SEDS.

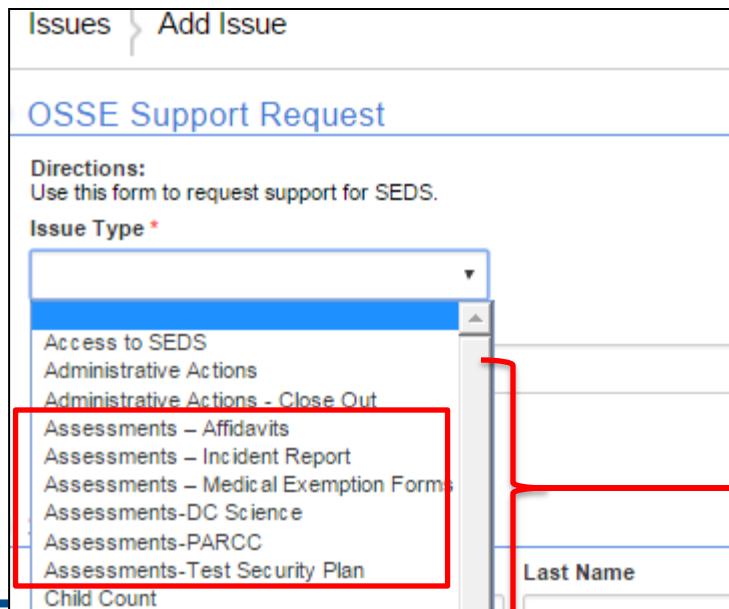
Issue Type *

Status Sub-Category: *

Make a Selection...

A red arrow points from the text on the right to the 'Issue Type' dropdown menu.

Select the category that best describes your issue from the drop down box. A second drop-down box may appear asking for additional information.



Issues } Add Issue

OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *

- Access to SEDS
- Administrative Actions
- Administrative Actions - Close Out
- Assessments – Affidavits
- Assessments – Incident Report
- Assessments – Medical Exemption Forms
- Assessments-DC Science
- Assessments-PARCC
- Assessments-Test Security Plan
- Child Count

Last Name

A red box highlights the 'Assessments' options in the dropdown menu, and a red arrow points from the text on the right to this box.

The Assessments Issue Types

OSSE Support Tool

▼ OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *

▼

Status Sub-Category: *

Make a Selection... ▼

▼ Student Information

| | |
|----------------------|----------------------|
| First Name | Last Name |
| <input type="text"/> | <input type="text"/> |

USI

☐ USI unavailable?

Gender

▼

DoB

mm-dd-yyyy 📅

☐ Age 22 at Fall Start (Aug. 1) ☐ Age 22 at Spring Start (Jan. 1)

Attending School

▼ LEA Information

If your request involves a specific student, please complete the fields under 'Student Information.'

OSSE Support Tool

Issue Description

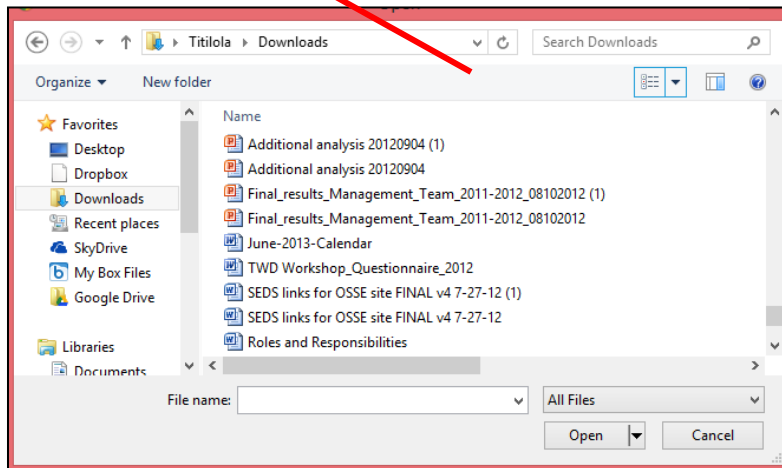
If possible, take a screenshot of your status and upload it here.

Attachment

No file chosen

Attachment 2

No file chosen




If possible, take a screenshot of your issue and upload it here.

Attachment

TEST PROGRESS REPORT.docx

Status

New

- Enter a detailed description of the issue.
- If necessary, a user may take a screenshot of the page in SEDS where he/she is experiencing an issue to include in the Support Request.
- To do this, click on , select the file/image from the user's computer, and click "Open."
- The name of the file/image the user uploaded will appear.
- Once the user has completed the request, click the button.
- Click the  button to return to the OST Homepage.

OSSE Support Tool

Summary of Statuses

| Full Report Email More ▼ | |
|---------------------------------------|------------------|
| Status | Number of Issues |
| <u>Action/Information Required</u> | 55 |
| <u>New Submission</u> | 10 |
| <u>Resolved</u> | 7975 |
| <u>Unresolved/No Response by User</u> | 93 |
| Totals (4 groups) | 8133 |

- Once the user has successfully submitted a request for assistance, he/she should receive an email acknowledging receipt of the request.
- An OSSE representative will review the request, then either ask the LEA for additional information or submit a resolution and await confirmation from the LEA.
- When the status changes from “New Submission” to either “Action/Information Required” or “Resolved” the user will receive an email.



DISCUSSION OF RESOURCES

How to Stay Informed

“LEA Look Forward” weekly newsletter



March 9-15, 2016

- Updated every Wednesday
 - Training announcements and registration links
 - Important dates and deadlines
 - Professional development opportunities
- Subscribe to receive weekly newsletter via email
<https://public.govdelivery.com/accounts/DCWASH/subscriber/new>
- View current and past newsletter at any time by visiting the website: <http://osse.dc.gov/release/lea-look-forward> (bookmark this!)

In this issue...

- [FFY 2016 Draft State Grant Application under Part B of the IDEA Open for Public Comment](#)
- [IDEA Part B Annual Performance Determination Rubric: Request for Input](#)
- [Submit School Test Plans in the OSSE Support Tool](#)
- [Updated OSSE Organizational Chart and Directory](#)
- [Olik Sense Training Offerings for Public Charter Schools](#)
- [Resources for Youth and Families Experiencing Housing Instability: A Professional Development Training for LEA Homeless Liaisons](#)
- [Second Annual Adult College Completion Fair](#)
- [Save the Date: LEA Institute 'It Take a City: DC Does it Best!'](#)
- [State Action Plan for English Learners \(EL\)](#)
- [The DC FY15 Scholarships for Opportunity and Results \(SOAR\) Act Application \(reminder\)](#)
- [Optional 2014-15 Statewide Assessment Participation Rate Verification \(reminder\)](#)
- [LEAs Invited to Review and Field-Test Health Education Standards \(reminder\)](#)
- [NCSC is Now MSAA \(Multi-State Alternate Assessment\) \(reminder\)](#)
- [2016 DC PARCC School Test Coordinator Checklist \(reminder\)](#)
- [Save the Date: 2016 Strawberries & Salad Greens Day](#)

How to Stay Informed

- OSSE's webpage is regularly updated with key information related to opportunities and deadlines
- OSSE publishes an LEA Directory which provides stakeholders with information about who to contact for core aspects of the work
- OSSE holds information sessions and focus groups to solicit feedback and input on key initiatives

OSSE Master Calendar

- OSSE maintains the OSSE Data Collection and Events Calendar to provide an overview of OSSE reports, activities, and due dates for LEA data collections.
- The calendar is updated monthly with updates noted in red.
- All OSSE and PCSB calendar events will be shown in the “News” section of the LEA Data Manager’s dashboard in eSchoolPLUS.
- The calendar may be found in SLED under the “Library” tab.



STAFFING COLLABORATIVE

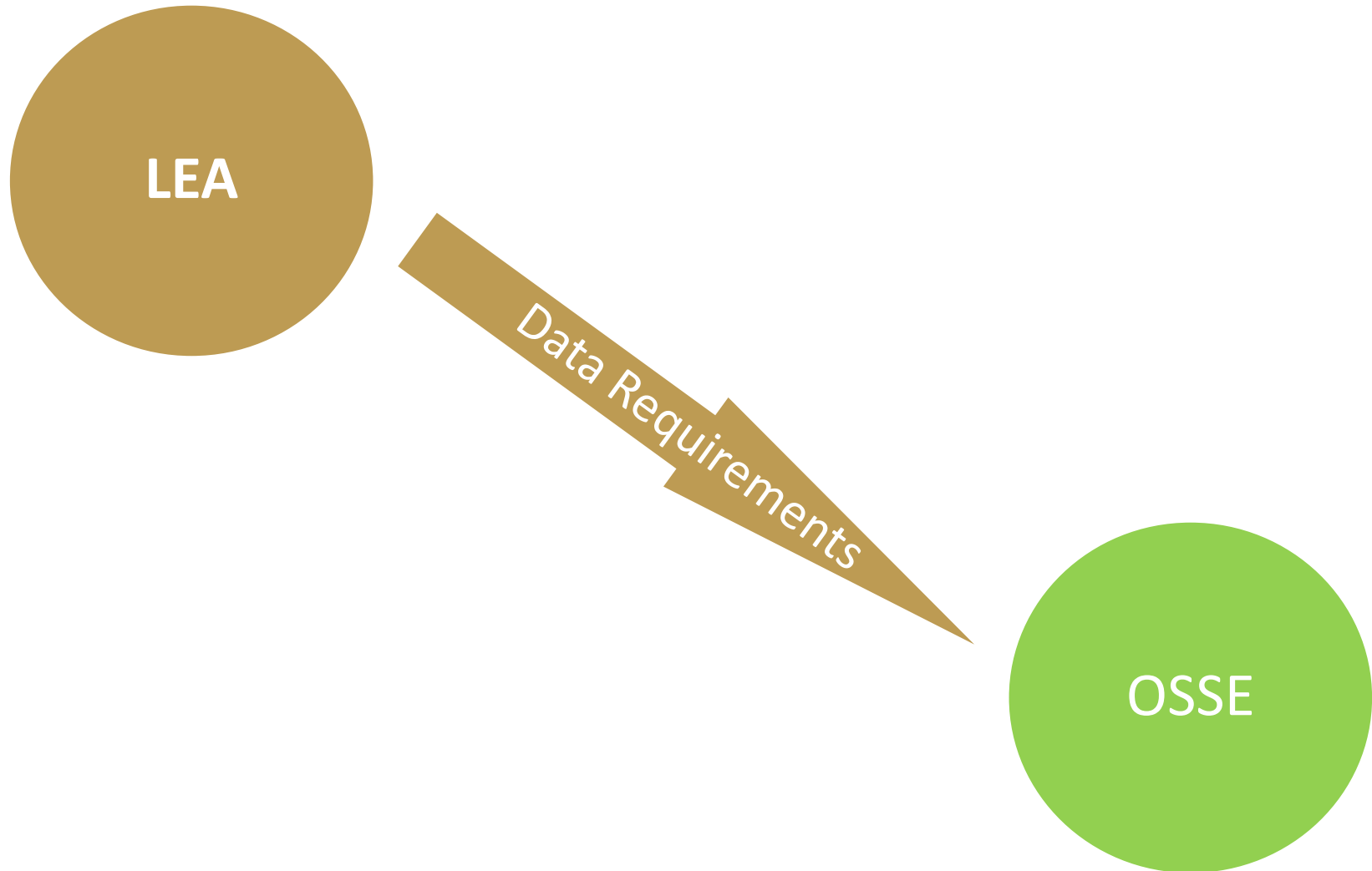


What is the DC Staffing Data Collaborative?

*The DC Staffing Data Collaborative is a **voluntary partnership** between a diverse group of LEAs and OSSE, in which **LEAs provide new and robust staffing data** in order to perform a **rigorous and secure data analysis** and obtain insights that **promote the recruitment and retention** of excellent teachers.*



Old Approach



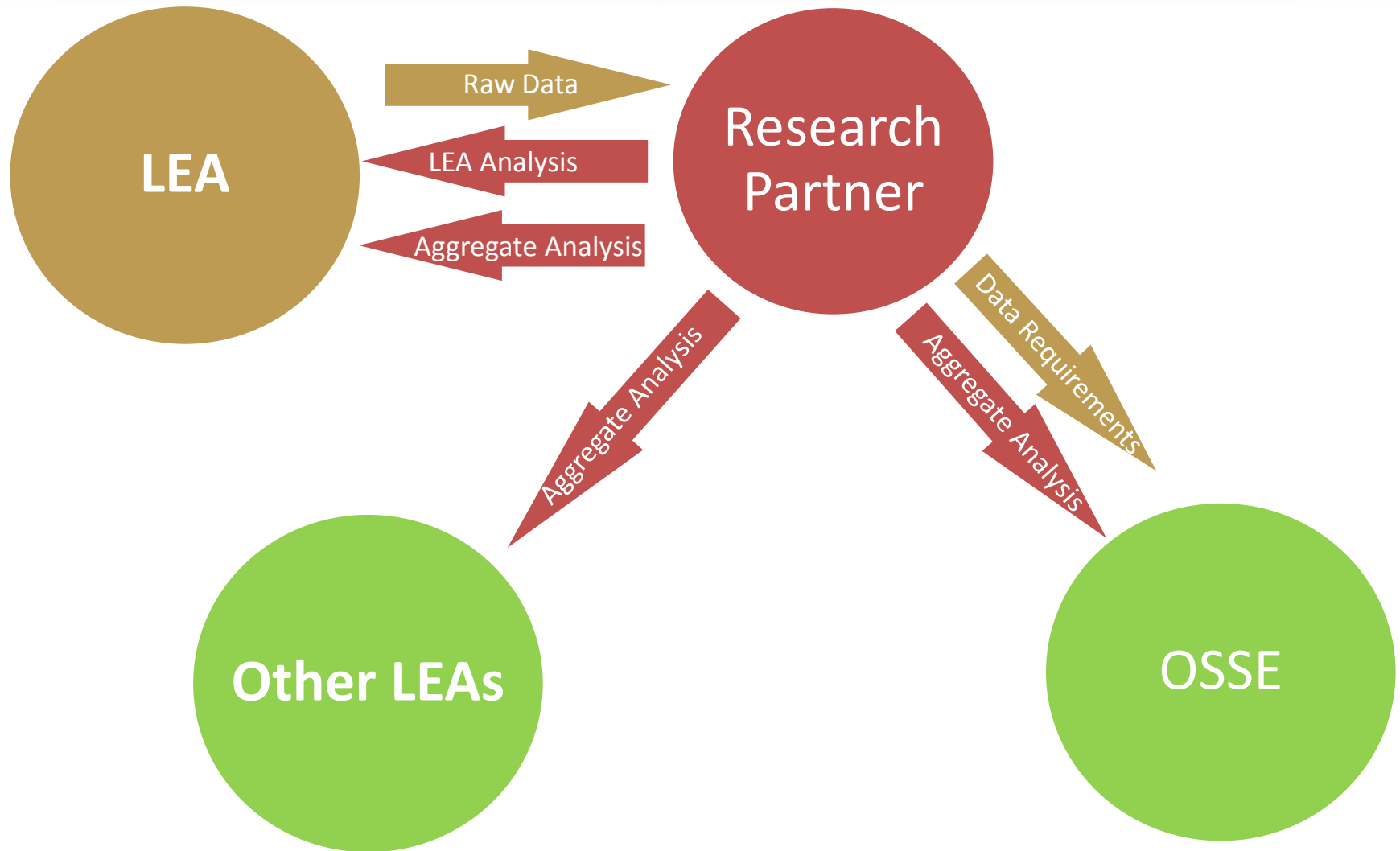


Collaborative Principles

- 1. LEAs decide together what is most important to collect.*
- 2. Data submission is condensed to a single date.*
- 3. Every data element has a purpose and LEAs always get something in return.*
- 4. Analysis is performed by a high-quality research partner.*



New Approach





Data Collection

| Inputs | Outcomes |
|---|---|
| <ul style="list-style-type: none">• Teacher Preparation Program• Licensure Status• Qualifications• Experience• Leadership Quality• Support for Teachers• Teacher Satisfaction | <ul style="list-style-type: none">• Teacher Effectiveness• Teacher Retention |



Main Benefits of Participation

- *Data Security*
- *Professionalism in analysis*
- *N sizes*
- *LEA- and city-level insights*
- *Opportunity to create data-driven staffing culture*



STATEWIDE SYSTEM OF ASSESSMENTS

Statewide Assessments

- DC administers a system of assessments annually in accordance with DC and federal law.
 - Important source of data on students' progress and proficiency
- LEA SE POCs should:
 - Work with LEA & School Test Coordinators to ensure registration files accurately list accommodations
 - Ensure students with disabilities receive necessary accommodations across all tests
 - Educate colleagues on statewide policy and procedure for assessment accommodations

Statewide Assessments

| Assessment | Standards Alignment | History | Students Assessed |
|---|---|--|--|
| PARCC ELA/Literacy | ELA Common Core State Standards (CCSS) | Replaced DC CAS in SY2014-15 | 3 rd Grade – High School |
| PARCC Mathematics | Mathematics Common Core State Standards | Replaced DC CAS in SY2014-15 | 3 rd Grade – High School |
| Multi-Statewide Alternate Assessment (MSAA) | Alternative Achievement Standards based on CCSS | Replaced NCSC Alternate Assessment administered in 2015 | Students with significant cognitive disabilities who meet eligibility requirements |
| DC Statewide Science Assessment | Next Generation Science Standards (NGSS) | Replaced DC CAS Science in SY2014-15 | 5 th Grade, 8 th Grade, H.S. Biology |
| DC Statewide Science Alternate Assessment | Alternative Achievement Standards based on NGSS | Replaced DC CAS Alternate Science Portfolio in SY2015-2016 | Students with significant cognitive disabilities who meet eligibility requirements |
| WIDA ACCESS for ELLS 2.0 | WIDA English Language Development (ELD) Standards | Replaced ACCESS for ELLs in 2015-16 School Year | All Limited English Proficient (LEP) Students (a.k.a. ELLs) |

Statewide Assessments

| Assessment | Additional Resources |
|---|--|
| PARCC ELA/Literacy | http://osse.dc.gov/service/dc-state-assessments-new http://www.corestandards.org/ELA-Literacy/ |
| PARCC Mathematics | http://osse.dc.gov/service/dc-state-assessments-new http://www.corestandards.org/Math/ |
| Multi-State Alternate Assessment (MSAA) | https://www.msaaassessment.org/ http://osse.dc.gov/service/dc-alternative-assessment-participation-criteria-and-forms |
| DC Statewide Science Assessment | http://www.nextgenscience.org/next-generation-science-standards http://osse.dc.gov/page/dc-science-assessment-assessment-next-generation-science-standards-ngss |
| DC Statewide Science Alternate Assessment | http://osse.dc.gov/publication/dc-science-alternate-assessment-procedures-handbook http://osse.dc.gov/service/dc-alternative-assessment-participation-criteria-and-forms |
| WIDA ACCESS for ELLS 2.0 | http://osse.dc.gov/service/access-ellsaccess-20 |

SY2016-17 Testing Dates

| Assessment | Testing Dates |
|------------------|--------------------|
| WIDA ACCESS | Feb. 27 – April 25 |
| MSAA (tentative) | March 6 – May 12 |
| PARCC Window 1 | April 10 – May 26 |
| PARCC Window 2 | April 24 – June 5 |
| DC Science | April 24 – June 9 |



Thank you!